

CHAPTER TWO

SOME PROBLEMS AND CRISES OF EARLY SOCIAL DEVELOPMENT

It remains now to consider the bearings of *the facts* of social and sexual development in young children upon educational problems.

In the first instance, I may remind readers that the general methods of training followed out in the Malting House School are described in Chapter II of *Intellectual Growth in Young Children*. I give there the broad lines of my educational technique, although I do not make specific reference to the issues raised in this volume. Moreover, the general methods which I advocate for early education have been set forth in my other recent books, *The Nursery Years*, *Health and Education in the Nursery*, and *The Children We Teach*. These methods have their ultimate basis in the psychological facts and theories set out here, although I do not in those volumes attempt to give the deeper picture of children's minds which is here presented. There I wrote for practical mothers, nurses and teachers, who have not the time, and may not have the interest, to consider underlying psychological principles*

In the present volume, however, I am writing for the scientific public, whether psychologists or educationists. And whilst it may not be necessary, or even possible, for practical teachers and parents to understand all the psychological facts upon which their practice depends, it is indispensable for educational theorists and trainers of teachers to be fully conversant with whatever is verifiably known of the minds of children, since this is the foundation stone

upon which
the science of education itself must ultimately
rest.

I have no doubt that the deeper
understanding of the
emotional life of children which psycho-analysis
has yielded
will help to provide a more adequate
psychological foundation
for educational reform; and this is likely to
bring greater